**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** | | | **Date(s)**: |
| **Unit Title: Count numbers 0 to 30** | | | | **Corresponding Unit Task: Task 1 – Count On (Day 1)** | | |
| **Essential Question(s): What does a number represent? How do we use numbers? How are numbers arranged?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher: Book: Ten Apples Up On Top** | | **Student: Crayons** | | | **Count**  **Count On** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).** | | | | | |
| **I Can Statement(s): I can count to at least 10 and begin counting at a given number to 10.** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher reads the book Ten Apples Up On Top and has the students count the apples with her. Students will count the apples from any number given by the teacher. | | | | | |
| **Teacher Directed: Teacher will have 10 children stand up in a line. Teacher will count the children. Teacher then says that she will count a few of the children and then model how to count on to the 10th child in line.** | | | | | |
| **Guided Practice: Children will take turns calling 10 children to line up. The teacher will count a few and the student will count on from there to 10.** | | | | | |
| **Independent Practice: Students will work with a partner. They will line up 10 crayons. One student will count a few of the crayons and the partner will continue counting from there. They will take turns beginning the counting.** | | | | | |
| **Closing/Summarizing Strategy: Students will count their crayons back into the tool box. Teacher will call out a number from which the partners will count on to 10.** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Use numbers higher than 10. * Write the numbers. | | | * Use smaller number than 10. | | | * Model the task. |
| **Assessment(s):** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |